

# Tennessee Schools On Notice 2001-02



## System Report: Hawkins County Schools

John G. Morgan  
Comptroller of the Treasury  
Office of Education Accountability  
September 2002



STATE OF TENNESSEE

**COMPTROLLER OF THE TREASURY**

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Comptroller

STATE CAPITOL

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September 16, 2002

The Honorable John S. Wilder

Speaker of the Senate

The Honorable Jimmy Naifeh

Speaker of the House of Representatives

and

Members of the House and Senate Education Committees

Ladies and Gentlemen:

*Tennessee Code Annotated* 49-1-602 requires the Office of Education Accountability and the Tennessee Department of Education to conduct a joint study of schools and/or systems placed on notice of probation. In September 2001, the Department and the State Board of Education officially placed 98 schools in 11 systems on notice. This system report is one of 11 addressing the affected school systems.

OEA analysts reviewed aspects of each system, other than curriculum and instruction, which current research indicates may affect student achievement, including governance and management, funding and resources, parent and community involvement, and facility condition. Each report provides recommendations for improvement.

Sincerely,

John G. Morgan

Comptroller of the Treasury

cc: Commissioner Faye Taylor  
Department of Education

# Tennessee Schools On Notice 2001–02



## System Report: Hawkins County Schools

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The Office of Education Accountability was created in the Office of the Comptroller of the Treasury by *Tennessee Code Annotated* 4-3-308 to monitor the performance of school boards, superintendents, school districts, schools, and school personnel in accordance with the performance standards set out in the Education Improvement Act or by regulations of the State Board of Education. The office is to conduct such studies, analyses, or audits as it may determine necessary to evaluate education performance and progress, or as may be assigned to it by the Governor or General Assembly.

Comptroller of the Treasury, Office of Education Accountability,  
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# **HAWKINS COUNTY SCHOOL SYSTEM**

## **Introduction**

In 2001, the Tennessee Department of Education identified 98 schools in 11 systems needing to improve student academic performance. The State Board of Education approved the list in September, and the commissioner officially placed the schools on notice. One school in the Hawkins County school system is now on notice:

- Clinch School

Once schools are on notice, *Tennessee Code Annotated* 49-1-602 requires the Department of Education and the Comptroller's Office of Education Accountability to study jointly the schools and/or systems. The study must produce recommendations on how school systems can improve and meet state performance standards. This report is the Office of Education Accountability's portion of the Hawkins County school system study.

The Department of Education and the Office of Education Accountability (OEA) determined the two agencies would study schools and systems on notice separately. Each agency designed research protocol to examine areas within its expertise. The department concentrated on curriculum and instruction, and the OEA examined other areas potentially affecting student achievement. The OEA considered the following areas:

- general school, student, and staff information;
- governance and management;
- funding and resources;
- parent, community, and business involvement;
- facilities and climate; and
- class size.

The study addressed individual schools to the extent possible.

The Department of Education contracted with retired educators, referred to as Exemplary Educators, to provide technical assistance to the systems and schools on notice. OEA staff did not meet with Exemplary Educators (EEs) during the joint study because the Department of Education felt interviews with OEA could compromise EEs' relationships with systems and schools. Department of Education staff was also concerned about EEs' time constraints.

## **Background and Methodology**

The 98 Tennessee schools placed on notice failed to meet achievement and growth criteria established by the Tennessee Department of Education under the authority granted in *Tennessee Code Annotated* 49-1-601 – 602, displayed in the following figures. The law states that schools placed on notice must improve student achievement by the end of the first year or be placed on probation. Schools on notice that achieve adequate yearly progress after one year will remain on notice but will be specified as

“improving.”<sup>1</sup> Schools unable to achieve adequate yearly progress can be on probation up to two years before facing sanctions such as reconstitution or alternative governance. The following figures display the criteria developed by the Department of Education to identify schools needing improvement.

**K-8 criteria used to place schools on notice:**

Achievement criteria

School-wide three-year achievement averages in reading, language arts, and mathematics less than 40 NCE (normal curve equivalent)

*Schools on notice have a three-year achievement pattern of 48-73% of their student population in the below average group.*

Growth factors (Adequate Yearly Progress)

1. School-wide cumulative three-year value added of 100 percent in reading, language arts, and mathematics
2. Closing the achievement gap by a reduction in the number/percentage of students in the below average group in reading, language arts, mathematics, and writing

*Schools on notice failed to meet one or both of the growth factors.*

*(Source: Tennessee Department of Education, Office of Accountability)*

**9-12 criteria used to place schools on notice:**

Achievement criteria

Achievement levels in Algebra I End of Course, 11th grade writing, and ACT composite

*Schools identified as on notice had below average achievement in two or more of these areas.*

Growth factors

1. Positive Value Added (meeting predicted targets)
2. Closing the achievement gap by a reduction in the number/percentage of students in below average group
3. Positive trend in reducing dropout rate

*Schools on notice failed to meet one or more of the growth factors.*

*(Source: Tennessee Department of Education, Office of Accountability)*

To complete its study, the OEA assigned teams of analysts to the 11 systems with schools on notice. The department provided names of district liaisons who acted as guides through each school system’s administrative structure. At a minimum, staff interviewed the following persons in each system:

- District liaisons designated by Directors of Schools
- Department of Education Regional Directors
- Principals of schools on notice

Other district staff members often participated in the interviews or were interviewed individually. OEA staff also:

- Conducted an extensive literature review of school improvement strategies and low performing schools issues.

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<sup>1</sup> With the passage of the 2001 “No Child Left Behind” Act, Tennessee has merged its accountability system with federal law. According to the merged systems, schools must show improvement for two consecutive years to move off notice completely.

- Reviewed audits of systems with schools on notice.
- Participated in staff training focused on school visits.
- Observed training for Exemplary Educators conducted by the Department of Education and the Appalachia Educational Laboratory, Inc. (AEL) (contractor for Exemplary Educators program).
- Attended school board meetings in some systems with schools on notice.
- Requested and reviewed available documentation from each system.

The OEA's study resulted in 11 system reports. Each system report includes background information, strengths, areas for improvement, and recommendations.

See Appendix A for a list of persons interviewed and documents reviewed regarding Hawkins County Schools. See Appendix B for the current status of schools on notice. See Appendix C for the system's response to the report.

## **Common Characteristics of On-notice Schools and State-level Concerns**

### **Common characteristics of low-performing schools**

Research indicates that schools with low achievement are disproportionately likely to:

- have a large number of students from low income and minority backgrounds
- be located in communities with significant concentrations of poverty and its associated problems
- have low standards and expectations for their students
- have a weak curriculum
- have limited parental involvement
- employ less experienced and less well-qualified teachers and other instructional staff
- have high staff turnover rates
- have lower morale than in other schools
- have a school environment that lacks order and discipline<sup>2</sup>

SREB notes that separate studies of school performance in North Carolina and Texas found common characteristics among low-performing schools similar to those listed above: weak leadership, inexperienced teachers, high turnover in faculty, and a lack of focus on state content standards.<sup>3</sup>

### **Common characteristics of Tennessee's on-notice schools**

OEA staff found that no single system with schools on notice could be characterized by every factor listed above. However, at least some of the factors are true of most of the systems and schools. Several have large numbers of students from low income and

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<sup>2</sup> U.S. Department of Education, Office of the Under Secretary and Office of Elementary and Secondary Education, January 2001, *School Improvement Report: Executive Order on Actions for Turning Around Low-Performing Schools*, Washington, D.C., p. 4.

<sup>3</sup> Jim Watts, *Getting Results with Accountability: Rating Schools, Assisting Schools, Improving Schools*, Southern Regional Education Board, p. 18.

minority backgrounds and have large concentrations of poverty in their communities. Most have limited parental involvement, many have high staff turnover rates, and some employ a large number of teachers that are less experienced and less qualified (as shown by the number of teachers with waivers and permits).

In addition, analysts noted two other conditions present among many of Tennessee's on-notice schools: high student mobility and a sense of isolation, even in urban settings. High mobility is shown to lower achievement for individual students, but may also have a general effect of lowering school- and district-wide performance.<sup>4</sup>

Some of the rural on-notice schools are located in extremely geographically isolated areas, with few opportunities for students to experience other settings. Principals at several urban on-notice schools noted that large numbers of their students had limited experiences with opportunities that, in many cases, are geographically near them. Some principals indicated that many Memphis City students had never been in downtown Memphis before, for example, or visited the Memphis Zoo.

#### **State-level findings in Tennessee's systems with schools on notice**

An overall analysis of the findings from each of Tennessee's 11 systems with schools on notice during the 2001-02 school year revealed some common issues, which can be grouped into seven major areas:

- student readiness;
- teacher shortages;
- technology;
- school accreditation;
- data challenges;
- funding; and
- placing schools on notice and providing technical assistance.

A separate state-level report provides detailed findings and recommendations regarding these issues. In the 11 system reports, this symbol ★ denotes an area for which a corresponding conclusion and recommendation appear in the state-level report. The state-level report may be accessed at [www.comptroller.state.tn.us/orea/reports](http://www.comptroller.state.tn.us/orea/reports) or a printed copy may be requested from the Office of Education Accountability at (615)401-7911.

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<sup>4</sup> David Kerbow, Center for Research on the Education of Students Placed at Risk, "Patterns of Urban Student Mobility and Local School Reform," October 1996, <http://www.csos.jhu.edu/cresp/Reports/report05entire.html> (accessed March 14, 2002).



## Hawkins County School System Background Characteristics

<b>SCHOOLS and STAFF 2000-01</b>	
Number of schools	16
Number of schools on notice	1
Number of teachers	480
Number of teacher waivers	1
Number of teacher permits	2
Average teacher salary	\$31,994

(Source: *Hawkins County Report Card 2001*)

<b>FUNDING 2000-01</b>	
Total expenditures	\$26,831,000
Per-pupil expenditures	\$5,677
Federal revenue	11.2%
State revenue	57.9%
<i>includes BEP state share</i>	<i>\$21,157,000</i>
Local revenue	30.9%
<i>includes BEP local share</i>	<i>\$5,674,000</i>

(Source: Basic Education Program Spreadsheet 2000-01; Tennessee Department of Education Annual Report 2001, *Hawkins County Report Card 2001*)

Hawkins County's per-pupil expenditure of \$5,677 is less than the statewide average of \$6,055 and national average of \$7,436. The average teacher salary in Hawkins County is \$31,994, much lower than the statewide average of \$37,431 in the 2000-01 school year. Hawkins County relies more heavily on state funding than many other systems throughout the state, whose average state contribution is 47 percent.<sup>5</sup>

For 2000-2001 Hawkins County reported \$30,804,766 in General Purpose School Fund expenditures. Estimated expenditures for 2001-02 are \$33,192,662. The Hawkins County school system receives several grants, including federal funding through Titles I, IV, and VI.

<b>Student Population 2000-01</b>	
Number of students	7,045
African American	1%
Caucasian	98.5%
Other	.4%
English language learners	.6%
Special education	22.5%
Free and reduced lunch	49%

(Source: *Hawkins County Report Card 2001*)

<sup>5</sup> Tennessee Department of Education, "Statewide Report Card 2001," <http://www.k-12.state.tn.us/rptcrd01/state1.htm> (accessed February 15, 2002).

### **Additional System Information**

Hawkins County operates all schools in the county except for one school operated by the Rogersville Special School District.

The Hawkins County Board of Education received statewide recognition as a 2002 Outstanding School Board by the Tennessee School Boards Association.

Hawkins County operates one Family Resource Center, which provides some information to Clinch School. Although Clinch School families could use its services, the center's location in Rogersville makes the distance prohibitive.

### **Schools on Notice Background Characteristics**

<b>Clinch School 2000-01</b>	
Grades served	K-12
Number of students	159
African American	0
Caucasian	100%
Other	0
English language learners*	0
Special education tested <sup>6</sup>	12.2%
Free and reduced lunch	87.1%
Number of teachers employed	21
Number of administrators	1

*(Source: Hawkins County Report Card 2001; \*Principal interview; Tennessee Department of Education School Approval Database)*

The Clinch School, within the Hawkins County school system, is located in the Eidson Community of Clinch Mountain in northeast Tennessee. The Clinch Community is a mountainous rural area lying about midway along Clinch Mountain, which is the longest continuous ridge in the world at 200 miles. The ridge imposes a major obstacle between Clinch and the rest of Hawkins County. The school's isolated location provides one of its greatest challenges, but also causes the school to be a focal point of its community.

Although the students live nearby, most of the teachers commute from long distances. The school serves grades kindergarten through 12. It has the highest percentage of students on free and reduced lunch in the school system.<sup>7</sup> The school is on notice because of problems noted in the high school grades. High school students tested in the 2000-01 school year showed deficiencies on the 11<sup>th</sup> grade writing test, the ACT, and Algebra 1 End-of-Course assessments.

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<sup>6</sup> The "special education tested" percentage provided on the State Report Card includes only those students categorized as special education in grades 3 through 8 who take the TCAP tests. The school reports a higher percentage of special education students for grades K-12 (29 percent for 2000-01) in its School Improvement Plan.

<sup>7</sup> "Qualifying Schools for Title I (FY 2002) School Rankings by Poverty," data from January 2001. Hawkins County Schools Website: [www.hawkinsschools.net/coffice/TitleI/](http://www.hawkinsschools.net/coffice/TitleI/).

Linda Long is Clinch School's principal. She accepted the position in fall 2001, a few days before learning that the school had been placed on notice. Previously, she taught several years at another Hawkins County high school.

Clinch School has a half-day Head Start program; most children who enter kindergarten at the school have attended the program. The school has no formal before- or after-school programs, although some tutoring has been available after school.

The school shares art, physical education, and music teachers with other system schools, as well as a guidance counselor.

Most students ride the bus to school. However, some high school students in the area choose to attend school at Cherokee High School, another Hawkins County school, and are bused from Clinch School.

According to central office staff, in 1990 officials considered closing the high school portion of Clinch School. School officials, however, indicate that they cannot close the high school because of a conflict with current state law. *T.C.A.* 49-6-2105 prohibits students from riding a bus to school for longer than one and one-half hours to or from school. Clinch high school students choosing to attend another school cannot be transported from their homes because it would violate the time limit—by busing them from Clinch school to the other schools, however, the law can be followed.

Clinch School has good attendance rates in all grade categories and received an "A" for attendance on its 2001 Report Card. The school was not a "heads up" school in 2000-01.

The Clinch School receives grants from various sources, including the Appalachian Technical Education Center (ATEC) and the Clinch-Powell Enterprise Community. In 2000-01, the Clinch-Powell Enterprise Community and Hawkins County provided the school with \$7,500 for library books. In 2001-02, grants from ATEC and the Clinch-Powell Educational Cooperative allowed the school to add 21 new computers and update the biology lab Internet access.<sup>8</sup> Additional computers were supplied by Title VI funds and Tusculum College.

Additional grants and community support come from King College, Walters State Community College, Eastman Chemical Company, B. Dalton Bookstore, Farm Bureau Women, Pepsi, Wal-Mart, and WKPT-TV. The principal indicated that churches help buy students' school supplies each year as well as some holiday gifts.

Funds are distributed based on recommendations from a committee that represents the principal and faculty. The committee considers the school's mission and goals, which are

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<sup>8</sup> The Clinch-Powell Enterprise Community is part of a five-county region (Claiborne, Grainger, Hawkins, Hancock, and Union counties) designated by the federal government as an Enterprise Community. The Clinch-Powell Educational Cooperative is a partner of the Enterprise Community. (See [www.ClinchPowell.net](http://www.ClinchPowell.net).)

based on evaluation of student test data and other areas of need. Money is allocated according to committee recommendations and county approval.

Despite its small size, the school offers extra-curricular activities of 4-H, basketball, cheerleading, yearbook staff, drama club, and Beta Club.<sup>9</sup>

## **Analysis and Conclusions**

### **Strengths**

**Clinch School has low student-teacher ratios and good attendance.** On both the 2000 and 2001 Report Cards, the school earned an “A” for exemplary attendance by its students at all grade levels. School officials indicate the school is the center of activity in the community, which likely promotes good attendance. In addition, Clinch School’s small student population makes class sizes small, which contributes to the school’s friendly atmosphere.

**Several graduating seniors have post-graduation plans.** The principal indicates that eight of the 11 graduating seniors in 2002 had plans either to attend college or technical schools, or join the military. The principal indicates that two students received exceptionally high ACT scores this year (32 and 28).

**School officials spoke positively of the assistance provided by the Department of Education and the central office.** The principal stated that the Exemplary Educator assigned to Clinch School had been very helpful. She also indicated that the central office has been supportive and has provided special assistance in interpreting test data.

**The principal has developed an in-school suspension program to help combat discipline problems.** Previously, suspended Clinch students were required to attend night school at one of the system’s other high schools. However, the principal determined that students were not attending the classes, so she designed a schedule for suspended students to receive instruction at Clinch School during regular school hours separately from other students. The program began toward the end of the 2001-02 school year, so officials have not yet determined the program’s effectiveness.

**Computer hardware appears to be adequate for the school.** During 2001-02, Clinch School added 21 new computers and updated the biology lab Internet access through a grant from the Clinch/Powell Educational Cooperative and Tusculum College. The ratio of computers to students is nearly one per student, and all are connected to the Internet.

### **Areas for Improvement**

**Clinch School’s physical facility needs renovation, but because of its location and low enrollment is unlikely to receive it.** The 2002 School Facility Survey by the Tennessee Advisory Commission on Intergovernmental Relations (TACIR) rates the building’s condition as “poor” with an estimated cost of \$2 million to bring the building up to Excellent/Good standards. The survey indicates an additional \$330,000 is needed to

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<sup>9</sup> 2001-2002 Clinch School Improvement Plan, p. 8.

comply with federal Americans with Disabilities Act (ADA) requirements and state fire codes.<sup>10</sup> The school has six portable classrooms.

The school still has a coal furnace that must be continually “stoked.” In addition to being labor intensive, the resulting coal dust makes the school dirtier than it might be with other types of heating systems. The school also has no central air conditioning system. Because of its low enrollment, however, Clinch School is unlikely to receive capital improvement funds. System officials indicate that the school is in “Phase 3” of their capital improvements plan, but the County Commission has not funded any school building projects lower than “Phase 1.” The 2001-02 School Improvement Plan indicates that the facility does not meet some basic building code policies and that its bathrooms lack hot water.<sup>11</sup>

Central office staff indicate that some remodeling at Clinch School occurred in summer 2002. The bathrooms were remodeled and the halls were retiled. In addition, in the last two years the gym and auditorium were renovated, the size of the library was doubled, and all the wiring was completed to ensure Internet connection. Prior to any major construction, the county commission must approve funding.

★ **Because of its small size and isolated location, Clinch School cannot offer the variety of courses that high school students need to succeed in today’s workplace or higher education environment.** Clinch School is located in an isolated, impoverished area and has the largest number of students qualifying for free and reduced meals in the system. As a result, students may be at risk of remaining locked in the cycle of poverty. Although the school has adequate computer hardware, additional technological improvements could assist in providing a greater variety of high school courses, and thus greater opportunities for students. Studies have shown that “isolation restricts rural schools and communities from making use of urban-based resources that might enhance educational programs—museums, research libraries, and colleges and universities.”<sup>12</sup> Many children in the school have less regular exposure to cultural experiences and other types of resources than other students in more prosperous areas.

**Clinch School has a high percentage of students receiving special education services.** According to data supplied by the school, the percentage of special education students has remained consistent at 29 percent from 1997-2000, much higher than the 2000 statewide average of 16 percent. Most special education students at Clinch School are within the K-4 grade levels. School officials indicate that all students are served within the regular program, with some pull-outs for their deficient areas. The greatest number of students are classified as learning disabled (22) and speech impaired (16). Hawkins County has a high percentage of special education students as well (20.9 percent in 2000).

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<sup>10</sup> Tennessee Advisory Commission on Intergovernmental Relations 2002 Existing School Facility Survey Form and Verification Data, Clinch School, Hawkins County.

<sup>11</sup> 2001-2002 School Improvement Plan, Clinch School, p. 6.

<sup>12</sup> Maynard and Howley, p. 1, referring to Capper, C.A. (1993), “Rural community influences on effective school practices,” *Journal of Educational Administration*.

Central office staff indicate that many Hawkins County and Clinch School students need special education services when they begin school, partly resulting from their parents' lack of education and the children's poor language skills. However, many students provided special education services in the early elementary grades improve and do not require special education services in later years.

★ **Clinch School is the only Hawkins County school that is not SACS accredited.**

Although SACS accreditation does not ensure a high level of performance it does indicate that a school meets some minimum standards. The school was scheduled to go through the accreditation process during the 2001-02 school year; however, when it was designated as an on-notice school, system officials decided to delay the accreditation plan and instead concentrate fully on improving the school's instructional program. Officials hope to continue the accreditation process in the future.

**Clinch School's dropout rate appears to be high, largely because of its small student population.** Hawkins County and the Clinch School both have high dropout rates, according to the Tennessee Department of Education's Report Card 2001. In 2000-01, Hawkins County's *cohort* dropout rate was 16.2 percent, higher than the state average of 13.9 percent and the state goal of not more than 10 percent.<sup>13</sup> However, because of the small numbers in each of the school's classes, one student at Clinch comprises a higher percentage of the total than one student would at a larger high school. In 2001, Clinch School's cohort dropout rate was 21.5 percent, down from 33.8 percent the previous year.

The dropout *cohort* rate is defined as the percentage of an entering 9<sup>th</sup> grade class that has dropped out by the end of the 12<sup>th</sup> grade. It is calculated by dividing the number of students in a graduating class who dropped out over the four years they were in high school by the class's 9<sup>th</sup> grade net enrollment.<sup>14</sup>

The school's *event* drop-out rate was also higher than the state average. According to the 2001 Annual Report by the Department of Education, Hawkins County's event dropout rate for 2001-02 was 5.7 percent, compared to the state average of 3.8 percent.<sup>15</sup> The event dropout rate is the number of students in grades 9-12 who drop out of school during a given year divided by the net enrollment in grades 9-12 for the same year. It represents the percentage of grade 9-12 students who dropped out in one school year.

The following table shows the actual number of 9<sup>th</sup>-12<sup>th</sup> grade students that have dropped out of Clinch School for school years 1997-98 through 2000-01:

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<sup>13</sup> Tennessee Department of Education, *State of Tennessee Report Card 2001*, How to Interpret the Report Card, available 4/30/02 at <http://www.k-12.state.tn.us/rptcrd.htm>.

<sup>14</sup> Tennessee Department of Education, *State of Tennessee Report Card 2001*, *Annual Report 2001*, p.39.

<sup>15</sup> *Ibid.*, p.42.

<b>Clinch School: Number of Grade 9-12 Dropouts</b>				
	1997-98	1998-99	1999-2000	2000-01
Grade 9	0	0	0	0
Grade 10	0	2	1	1
Grade 11	0	2	3	2
Grade 12	0	2	1	0

Source: Clinch School 2001-02 School Improvement Plan, page 5

**Clinch School experiences low parental involvement and support of academics, particularly in the upper grades.** Parental involvement in student learning is positively linked to achievement.<sup>16</sup> The school has a Parent Teacher Organization, and sponsors two annual fundraisers. According to its School Improvement Plan, Clinch School provides several opportunities for parent involvement, including parent meetings at the opening of the school year, PTO meetings, Open House, Parents as Reading Partners in 3<sup>rd</sup> grade, workshops for parents of K-3 students, and parent chaperones for field trips. Clinch School's 2002 Needs Assessment Report for Title I indicates that parental involvement is strong in grades K-5, but needs improvement in the middle and high school grades.

Additionally, the school annually surveys its teachers, parents, and students. The April 2001 surveys gave high marks to overall relationships among teachers, administration, students, and parents.<sup>17</sup> However, a survey conducted by the Appalachian Education Laboratory (AEL) in the fall of 2001 noted as a weakness the degree to which school personnel feel that they, parents, and community members are connected to or involved with the school.<sup>18</sup>

★ **Although Clinch School has several computers, the principal indicates the staff is not adequately trained to use them.** She also indicates that some of the software is not compatible. The Hawkins County Schools Technology Coordinators Comprehensive Plan (1998-99) indicates that computers in the classroom should be used to “supplement and enhance educational curriculum.”<sup>19</sup>

The Clinch School Title I Needs Assessment Data Summary Report for 2002 notes “computer literacy for teachers” and “lack of technology training for parents and teachers” as areas in need of improvement. However, the report makes no recommendations regarding technology training. Similarly, the 2001-02 School Improvement Plan for Clinch School contains little information on technology training for teachers.

<sup>16</sup> Gary Hoachlander, Martha Alt, and Renee Beltranena, Southern Regional Education Board, *Leading School Improvement: What Research Says: A Review of the Literature*, March 2001, p. 34, [http://www.sreb.org/main/Leadership/pubs/LeadingSchool\\_Improvement.pdf](http://www.sreb.org/main/Leadership/pubs/LeadingSchool_Improvement.pdf) (accessed May 1, 2002).

<sup>17</sup> Clinch School Improvement Plan, 2001-02, p. 7.

<sup>18</sup> Ibid., p. 38.

<sup>19</sup> Raymond L. Hatfield II, Technology Coordinator, *Hawkins County Schools Technology Coordinators Comprehensive Plan, 1998-1999*, p. 4.

The use of technology in education, while not a panacea, can expand students' opportunities to learn. However, access to technology in schools cannot affect student achievement unless teachers receive appropriate training in its effective use. Central office staff indicate that technology training specifically for Clinch School teachers is a priority in the 2002-03 school year.

**Hawkins County received a qualified opinion on its 2001 audit report:<sup>20</sup>**

A revenue anticipation note was not retired by the close of the fiscal year, as required by state statute.

- The School Federal Projects Fund had a fund deficit of \$30,922 at June 30, 2001.
- Expenditures exceeded appropriations in the School Transportation Fund.
- The central office's inventory lists of county-owned assets were incomplete, were not updated on a current basis, and did not include detailed information.

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<sup>20</sup> Comprehensive Annual Financial Report, Hawkins County, Tennessee, for the year ended June 30, 2001, Comptroller of the Treasury, Division of County Audit.



## Recommendations

★ **Hawkins County should continue to emphasize training for Clinch School's teachers on the use of technology in instruction.** Clinch School's small size and geographic isolation prohibit the school from providing a variety of advanced high school courses. Therefore, it is important that teachers use technology to the greatest extent possible to expand Clinch high school students' opportunities. Teachers should have quality training that will help them integrate technology into the curriculum.

★ **School system administrators and school faculty should further explore establishing online high school classes for Clinch School.** The May 9, 2002, issue of *Education Week* reports that 12 states have already established online high school programs and five others are developing them.<sup>21</sup> West Virginia, for example, began offering a virtual high school in July 2000. In the 2002 school year, 468 students in 31 counties and 52 schools took web-based classes in math, social studies, and foreign languages.<sup>22</sup> West Virginia recently contracted with Florida to provide online high school classes for some of its rural mountain schools. Although many question whether online classes are an effective substitute for more traditional learning methods, the strategy could provide supplemental classes for schools such like Clinch that cannot offer them any other way.

The Tennessee State Board of Education 2002 Master Plan promotes the "implementation of advanced placement courses in all high schools."<sup>23</sup> Rigorous courses challenge high school students and provide a glimpse of college-level work; students who complete advanced placement courses are more likely to earn bachelor's degrees than those who do not.<sup>24</sup> About 62 percent of the nation's high schools offer advanced placement courses, though access is unequal by income, race, and geographic location.<sup>25</sup>

**Clinch School administrators and staff should continue to encourage increased parental and community involvement.** Parental involvement in student learning is positively linked to achievement.<sup>26</sup> Clinch School has one advantage it should use to increase parental involvement: the community's strong support for the school.

**Clinch School should evaluate the effectiveness of the newly created in-school suspension program.** Administrators should ensure that the program is working to avoid disruption to suspended students' education.

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<sup>21</sup> "E-Defining Education," *Education Week*, May 9, 2002, Volume XXI, Number 35, p. 10.

<sup>22</sup> Ibid., p.94.

<sup>23</sup> Tennessee State Board of Education, Key Result Area 3: High School Education, *Master Plan 2002*, p. 7.

<sup>24</sup> U.S Department of Education, Office of the Secretary, *Dispelling the Culture of Mediocrity: Expanding Advanced Placement*. Washington, D.C., 2000.

<sup>25</sup> Jerry P. Gollub, Meryl W. Berenthal, Jay B. Labov, Philip C. Curtis, Eds., "Learning and Understanding: Improving Advanced Study of Mathematics and Science in U.S. High Schools," Center for Education, Division of Behavioral and Social Sciences and Education, National Research Council, 2002. <http://www.nap.edu/books/0309074401/html/> (accessed March 12, 2002).

<sup>26</sup> Gary Hoachlander, Martha Alt, and Renee Beltranena, Southern Regional Education Board, *Leading School Improvement: What Research Says: A Review of the Literature*, March 2001, p. 34, [http://www.sreb.org/main/Leadership/pubs/LeadingSchool\\_Improvement.pdf](http://www.sreb.org/main/Leadership/pubs/LeadingSchool_Improvement.pdf) (accessed May 1, 2002).

## **Appendix A**

### **Individuals Interviewed and Documents Reviewed**

#### **Interviews**

Mr. Tommy Dykes, Director of Schools, Hawkins County Schools  
Mr. Clayton Armstrong, Title I Supervisor, Hawkins county Schools  
Ms. Linda Long, Principal, Clinch School  
Ted Beach, Director, First Tennessee Regional Office, Tennessee Department of Education

#### **Documents**

The Clinch School Improvement Plan, 2001-02  
The October 2000 “Review and Analysis of School System Data” for Hawkins County  
Hawkins County Board of Education Policies  
Hawkins County Schools Technology Coordinators Comprehensive Plan 2000-2003  
The Clinch School Title I Needs Assessment Data Summary Report for 2002  
Master Plan for Hawkins County Schools: Preparing for the 21<sup>st</sup> Century, 2001-2002  
Audit Reports  
2000 and 2001 Report Cards for Hawkins County and Clinch School

**Appendix B**  
**Current Status of Schools On Notice**  
**as reported by the Department of Education**

(Note: This list includes Title I schools in School Improvement that were not on notice in 2001-02.)

**Achieved good standing by showing two years of adequate progress**  
**2000-01 and 2001-02**

<b>School system</b>	<b>Schools in good standing</b>
Anderson County	Grand Oaks
Campbell County	West Lafollette
Cocke County	Grassy Fork Northwest
Cumberland County	Pine View
Fayette County	Central Elementary LaGrange Moscow
Humboldt City	East End Elementary Main Street Elementary
Henderson County	Scotts Hill School
Morgan County	Oakdale Petros Joyner
Harriman City	Central Intermediate
Memphis City	Cherokee Elementary Douglass Elementary Evans Elementary Pyramid Academy

**Schools making adequate progress**  
**2001-02**

<b>School system</b>	<b>Schools making adequate progress</b>
Blount County	Eagleton Elementary
Campbell County	Stony Fork
Carter County	Range Elementary
Claiborne County	Powell Valley Elementary
Cleveland City	Arnold Elementary Blythe-Bower Elementary
Davidson County	Shwab Elementary West End Middle Pearl Cohn High School Whites Creek High School
Fayette County	Jefferson Elementary Southwest Elementary Fayette Ware High School Somerville Elementary

<b>School system</b>	<b>Schools making adequate progress</b>
Grainger County	Joppa Elementary Washburn Elementary
Grundy County	Tracy Elementary
Hamblen County	Lincoln Heights Elementary
Hamilton County	Calvin Donaldson Howard Elementary Howard School of Academics and Technology
Hawkins County	Clinch School
Kingsport City	Roosevelt Elementary
Knox County	Sarah M. Greene Elementary
Lawrence County	Ingram Sowell Elementary
Maury County	James Woody/Mt. Pleasant Elementary
Perry County	Perry County High School
Putnam County	Uffleman Elementary
Rutherford County	Holloway High School
Union County	Luttrell Elementary Maynardville Elementary
Wayne County	Frank Hughes
Memphis City	Berclair Elementary Bethel Grove Elementary Coleman Elementary Cummings Elementary Dunn Avenue Elementary Egypt Elementary Kingsbury Elementary Klondike Elementary Lauderdale Elementary Oakshire Elementary Raleigh-Bartlett Scenic Hills Brookmeade Elementary Corning Elementary Fairley Elementary Frayser Elementary Graceland Elementary Levi Elementary Lincoln Elementary Locke Elementary

<b>School system</b>	<b>Schools making adequate progress</b>
Memphis City (continued)	Orleans Elementary Raineshaven Elementary Raleigh Egypt Middle School Shannon Elementary Sharpe Elementary Sheffield Elementary Trezevant High School Whitney Elementary Melrose High School Northside High School Oakhaven High School Whitehaven High School

**Schools failing to make adequate improvement 2001-02  
Recommended for probation 2002-03**

<b>School System</b>	<b>Probation</b>
Claiborne County	Clairfield Elementary
Davidson County	Kirkpatrick Elementary Warner Elementary Maplewood High School Stratford High School
Fayette County	Northwest Elementary
Hamilton County	Chattanooga Middle School Dalewood Middle School East Lake Elementary John P. Franklin Middle School Hardy Elementary Orchard Knob Elementary Orchard Knob Middle School Woodmore Elementary
Hardeman County	Grand Junction Elementary
Knox County	Maynard Elementary Lonsdale Elementary
Memphis City	Airways Middle School Carver High School Chickasaw Junior High Cypress Junior High Denver Elementary

School System	Probation
Memphis City (continued)	Dunbar Elementary Fairview Junior High Frayser High School Geeter Middle School Georgian Hills Elementary Georgian Hills Junior High Hamilton Middle School Hawkins Mill Elementary Hillcrest High School Hollywood Elementary Humes Middle School Lanier Junior High Larose Lester Elementary Longview Middle School Oakhaven High School Riverview Middle School Sheffield High School Sherwood Middle School Spring Hill Elementary Springdale Treadwell Elementary Treadwell High School Trezevant High School Vance Middle School Westhaven Elementary Westside High School Westwood Elementary Westwood High School Winchester Elementary Booker T. Washington High School East High School Fairley High School Hamilton High School Kingsbury High School Manassas High School Middle College High School Mitchell Road High School Raleigh Egypt High School South Side High School Wooddale High School

## **Appendix C**

### **System Response**

Each system was given an opportunity to review and respond to the report. A copy of the system's written response begins on the next page.

# Hawkins County Board of Education

**Tommy Dykes**  
**DIRECTOR OF**  
**SCHOOLS**

**200 North Depot Street**  
**Rogersville, TN 37857**

**Phone 423-272-7629**

**Fax 423-272-2207**

## **BOARD MEMBERS**

James Lewis, Chairman  
Charles Fuller, Vice-Chairman  
Carl Starnes  
Dewey Risner, Jr.  
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B. Lynn Norris  
Darran Pearson  
Steve C. Starnes

## **Hawkins County's Future Goes To School Today**

August 20, 2002

Ms. Ethel R. Detch, Director  
Office of Education Accountability  
Tennessee Comptroller of the Treasury  
505 Deaderick Street, Suite 1700  
Nashville, Tennessee 37243-0268

Ms. Detch:

My staff and I have had the opportunity to review your report of analysis of our "On Notice" school, Clinch Elementary/High School. With the minor corrections discussed with you in a telephone conversation with Mr. Clayton Armstrong from our office, we find the report to be quite accurate and complete. The comments and recommendations found in the report are most genuinely appreciated and will be considered as we continue our efforts toward improvement.

Much has been accomplished at Clinch Elementary/High School during the past year. With the inexhaustible commitment of the schools' new principal, Mrs. Linda Long, and the entire staff, we have witnessed a complete turnaround of the school. Major gains in Writing Assessment, TCAP Achievement, Gateway Assessment, and ACT scores have been evidenced in just one year. The outstanding improvement has been the result of our local commitment to assist the school and its students in meeting the state's challenging content and performance standards. The system's local "support team" from this office and the leadership provided by the assigned Exemplary Educator, Dr. Charles Edwards, have provided the necessary foundation on which the school has made such drastic improvement. The extent of the improvement in state accountability measures was clearly recognized and celebrated at our system's opening inservice. For a school to move from the bottom of system scores to the top is no small accomplishment. We applaud the school and its staff for its focus on the problem and its efforts to improve.

Now, we must address the goal of sustaining what has been accomplished in this one, short year. Our commitment as a school system, along with that of our local "support team", and that of our assigned Exemplary Educator will no doubt result in continued growth and success. Together, with the parents and community, we fully expect Clinch School to be removed from the "On Notice" list. The school and its staff will serve as a beacon of hope for other schools and systems that are struggling.

Respectfully,

A large, stylized handwritten signature of Tommy Dykes in black ink. The signature is written in a cursive style with a large, prominent 'T' and 'D'.  
Tommy Dykes,  
Director School/Schools